ERIC Document Resume | See Instruction Sheet | DATE OF RESUME 6/17/65 | DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER: ED000063
2. ORIGINATOR CONTROL NO(S).: 7401
3. IDENTIFICATION NO.: N.A.

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S): Eckert, Ruth E.

5. TITLE OF DOCUMENT ABSTRACTED: When School Teachers Join College Faculties

MICROFILM COPY AVAILABLE: YES ☒ NO ☐

COPYRIGHT GRANTED: YES ☒ NO ☐

COPYRIGHT RELEASE FILED: YES ☒ NO ☐

6. PUBLICATION TITLE: The North Central Association Quarterly

TYPE OF REPORT: PROPOSAL ☐ IN-PROGRESS ☐ FINAL ☒ FOLLOW-UP ☐

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN: ORG. Univ. of Minn. ST. Minneapolis, Minn. CITY, STATE

9. PUBLISHER OR SOURCE: University of Minnesota

OTHER ERIC REFERENCES:

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
XXXIV	161-166	Oct. 59	6

TELE. INST/LOC CODE | EXT.

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: survey

16. INDEXING TERMS (6-12)

surveys	qualifications	student services	
teachers	motivation	characteristics	
experience	values	attitudes	
		personal relationships	

17. ABSTRACT (MAX. 250 WORDS)

Describes results of a questionnaire and interview study of a random stratified sample of Minnesota college faculty members composed of teachers who had had earlier public or church-school teaching experience and those whose teaching began at the college level. Findings suggest that both groups are not notably different in job motivations, present outlook, and basic values. They also indicate that the former school teachers put significantly more hours than did the other staff members into their classroom teaching and preparation for teaching. The experienced teachers likewise gave more attention than did their colleagues to related student services, such as counseling and work with student organizations. Faculty members in all fields, particularly the former school teachers, reported that they gave very limited time to research and scholarly writing. The satisfactions expressed by most of the teachers centered in the work that college teachers do and the experienced teachers cited a greater number of satisfactions accruing from their associations with students and fellow faculty members than did those who began their teaching at the college level.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

5-9 R. #7401 HE 7401

Reprinted from
THE NORTH CENTRAL ASSOCIATION QUARTERLY
Vol. XXXIV, No. 2, October, 1959

RUTH E. ECKERT, *University of Minnesota, Minneapolis, Minnesota*

When School Teachers Join College Faculties*

AMERICA'S 1,900 colleges and universities will need upwards of 250,000 new teachers in the next decade to provide for the estimated six million students who will overflow college campuses by 1970. Every possible source of supply must be tapped for needed staff, including the tens of thousands of elementary and secondary school teachers who might qualify for such service. Based on a careful study of present faculty members in Minnesota colleges,[1] the present article suggests why many persons who begin their careers in the lower schools later join college staffs and how they now regard their jobs.

Although reliable national statistics are not available, the proportion of college staff members who have taught in public or parochial schools is probably far larger than realized. For example, almost half (47 percent) of the random stratified sample obtained for the present study of faculty members in Minnesota's baccalaureate and advanced programs, reported teaching experiences in programs below the thirteenth grade. Since these individuals completed the same four-page printed questionnaires as colleagues lacking such experience, the two groups could be compared as to their motivations for college teaching, preparation for this career, and current job activities and satisfactions. Later interviews with 87 randomly selected respondents threw additional light on the attitudes of faculty members toward their work.

Since practically all persons serving in Minnesota's eleven junior colleges had taught in public or church schools, the present analyses are restricted to 272 individuals in the twenty-one four-year or advanced programs included in the present study. Like their 294 participating colleagues who lacked this experience, these individuals were part of a 25 percent random stratified sample of all full-time faculty members who were engaged in some teaching activities at the time of this study. Due to the care with which the samples were selected and the instruments developed, and the unusually high return (94 percent) of completed questionnaires, the findings merit thoughtful study. All differences reported below, unless indicated as "slight," satisfy the .05 level of confidence, and where the term "significant" is used, they meet the .01 criterion.

PERSONAL INFORMATION

Several facts about these former school teachers stand out clearly, and provide essential background for the later discussion of their motivations and satisfactions. In the first place, these individuals were not distributed in equal proportions among the cooperating colleges, but tended to cluster in institutions with a strong emphasis on teacher education. The five state colleges (formerly called

* For many years, the NCA's interest in teacher recruitment and education has been both continuous and comprehensive. A projected study of the in-service education of college teachers is mentioned in Association Notes and Editorial Comments of this issue of THE QUARTERLY. In view of these facts, Professor Eckert's article is most timely. EDITOR

[1] Early findings from this study, which was made under a grant from the U. S. Office's Cooperative Research Program, are reported in Stecklein, John E. and Eckert, Ruth E. *Factors Influencing Choice of College Teaching as a Career*, Bureau of Institutional Research, University of Minnesota, January 1958. The Bureau of Institutional Research has also assisted in the analyses reported in the present article.

ED000063

LOAN COPY

teachers colleges) had the highest proportion of staff (66 percent) with such experience, and the University of Minnesota the lowest (28 percent), with the fifteen liberal arts colleges occupying a midway position (49 percent).

The group with prior teaching experience also included a significantly higher proportion of women faculty members (40 percent, as compared with 16 percent for the group lacking such experience). This suggests that some background in public or church school teaching may be particularly helpful to women seeking careers in higher education.[1]

These former teachers did not differ significantly from their colleagues with respect to age, place of birth, or marital status. They also came from about the same socio-economic levels, with slightly more than half of the fathers reported as holding jobs classified as "unskilled," "semi-skilled," "farmer," or "tradesmen." Three-fifths (61 percent) of the fathers and slightly more (70 percent) of the mothers of these prospective school teachers had not gone beyond the high school, with more than half of these stopping at the eighth or ninth grade. Although parallel figures for other faculty members were quite similar, a somewhat higher percentage of the mothers (23 vs. 15) had had some college education. In general, these school teachers seem to belong to an upwardly mobile group, who would look upon elementary or high school teaching as a real advance over their parents' status. As two former school teachers commented:

My ambitions hadn't reached any higher than the high school level because, for one thing, I didn't know anything about college-level jobs, and secondly, because I couldn't see how I could get the necessary training.

Being a farm boy, my dream of becoming a high school teacher was quite a jump from the intellectual and social status to which my family was accustomed, and I never dreamed of going beyond it.

[1] For a discussion of the special problems of women faculty members, see Eckert, Ruth E. and Stecklein, John E., "The Academic Woman," *Liberal Education*. (Scheduled for fall, 1959, publication.)

MOTIVATIONS FOR PRESENT CAREER CHOICE

These experienced teachers, like most other persons who join college faculties, chose this field rather late, typically after several other career possibilities had been explored, and, in the case of these teachers, often after years of service in the lower schools. About a third of the latter group (35 percent) said that they had given some thought to this possibility while still undergraduates, which was slightly below the correlate figure for those lacking this experience. The following are representative comments from former public school teachers.

I had always looked up to college teachers with considerable awe, and never dreamed of aspiring to become one. . . . Most undergraduates put their professors on sort of a pedestal, and would think it brash to consider the job for themselves. (Indust. Arts)

If I thought anything about college teachers as an undergraduate, perhaps it was that the long summer vacation would be nice. I knew nothing about teaching loads or teachers' salaries, and very little about the kind of life that college teachers live. (Biology)

In appraising factors that had finally influenced them to join college faculties, both groups gave some weight to external (or circumstantial) happenings, such as being counseled in this direction by teachers or counselors (mentioned by about 50 percent of both groups). Statements such as the following suggest how influential some educators were in this process.

I had excellent high school teachers in this field . . . people who stimulated my imagination and interest. . . . A high school superintendent who talked about the dignity and worthwhileness of teaching also made a strong and lasting impression on me and my classmates, and had a good deal to do with my later decision.

I had one high school teacher who was really superb . . . who knew how to guide and bring out the best in a person . . . and she influenced me greatly.

A high school chemistry teacher, who had encouraged me to do some teaching in what he called "help sessions" was probably the first person to influence me . . . he also helped me get a four-year college scholarship.

E 300092

The dean of the College of Education, who was a person of unusual vision and influence, took time to talk individually with his graduate students, and he significantly influenced my choice of college teaching.

The experienced teachers reported less encouragement in this direction from the award of graduate scholarships or fellowships (18 vs. 31 percent for the non-teaching group), but they gave somewhat greater weight than their colleagues to the actual offer of a college-level job. More than two-fifths of these former teachers (44 percent) said that they had never thought seriously of joining a college faculty until some institution extended them a definite offer. Illustrative are the following statements:

I became interested in college teaching when I received a call and was asked if I should like to teach courses in economics and business organization.

The only accurate answer to the question concerning my interest in college teaching is that this came when I was offered a job at _____ College.

I got in purely by accident, for this would never have occurred to me. I was teaching at _____ high school when I was offered a job at _____ College.

College teaching sort of sneaked up on me gradually through the fact that I was invited first to teach a few summer session classes and then offered my present job.

How fortunate and yet how accidental it was that this opportunity (an offer extended while visiting a friend on the campus) really brought my life goal into focus.

In identifying their underlying interests or motivations for faculty service, staff members with some experience in the lower schools showed more concern than their colleagues for the teaching opportunities involved. More than half (54 percent) of the experienced teachers, for example, said that they prized this opportunity to work with college-age students, which had been cited as a reason by 38 percent of their colleagues. The latter persons were equally impressed with the chance this career offers to be a scholarly person, with research interests specifically mentioned by 38 percent of those who had not taught below the 13th grade, as compared with 17 percent of all persons with such experience.

EDUCATIONAL TRAINING AND EXPERIENCE

Teachers who later joined college staffs came in significantly highly proportions from church-related liberal arts colleges (42 vs. 28 percent for the persons lacking this experience) and from state teachers colleges (15 vs. 4 percent respectively). Fewer, in turn, received their undergraduate degrees from public or private universities, which suggests that complex institutions may not nurture these particular interests as effectively as the single-purpose colleges do. Fewer of the prospective elementary and secondary school teachers had been awarded graduating honors or other types of academic recognition (41 percent vs. 55 percent of their colleagues).

Although both groups had relied mainly on parental help and earnings from summer and part-time jobs to finance their undergraduate work, persons who later joined school staffs reported less use of G.I. benefits, earnings of a spouse, and scholarships or assistantships than their colleagues did. Differences in methods of supporting graduate studies were more impressive, for most of those who had taught in the lower schools pursued their graduate studies on a part-time basis, financed from personal savings (reported by 54 percent, as compared with 30 percent of the non-teachers). As one interviewee commented, "Many high school teachers are interested in and would do a good job as college teachers if someone would only help them pay the expenses of getting advanced degrees." They made significantly less use of scholarship and fellowship aid (17 vs. 33 percent respectively), or of income from part-time college teaching while pursuing graduate studies (25 vs. 41 percent respectively).

In view of this striking difference in sources of support, it is perhaps not surprising that many fewer persons with school teaching experience had completed their doctoral studies (39 vs. 54 percent of those lacking this experience). Another 20 percent in each group had taken some work beyond the master's degree and

may later swell the total for earned doctorates. An analysis of the fields in which masters' and doctors' degrees had been conferred revealed a significantly higher concentration of the ex-school teachers, at both levels, in Education, and of their colleagues in the areas of the biological and physical sciences. This harmonizes with information regarding their current teaching fields, where the largest difference occurred in the numbers currently teaching courses in Education (29 vs. 6 percent respectively).

Slightly more than half of these former teachers reported that they had taught in high schools; the others indicated elementary teaching or did not specify at what level they had worked. Although no direct questions were asked, it was evident that many of these teachers had also served at some time as supervisors or administrators. Many spoke appreciatively of how much their experiences with children and adolescent youth had contributed to their subsequent teaching of college youth.

> I lost much of my snobbery during high school teaching . . . I became more articulate, gained an appreciation of American (as well as English) literature, and also came to recognize the importance of speech training.

> I feel that no one should teach in college without experience in the lower schools.

CURRENT ACTIVITIES

The strong commitment that most of these former public and church school staff members had to teaching shows up clearly in the ways in which they now spend their working hours. Studies of the ways in which they had distributed their time among six major faculty activities reveal that these former school teachers put significantly more hours than other staff members into their classroom teaching and the preparation required for this. Almost a third (29 percent) stated, for example, that they gave four-fifths or more of their time to their teaching responsibilities which is almost double the correlate figure (17 percent) for their colleagues. They likewise gave more attention to related student services, such as counseling and work with student organizations than their colleagues did. Like the latter, they also spent some working hours each week in attending campus committee meetings and in fulfilling off-campus requests for professional help.

The activities that suffered most from excessive work in these other areas were research and the scholarly writing that normally accompanies this. Although faculty members in all fields gave very limited time to these activities, this was particularly true of former school teachers. Almost three-fifths (58 percent) of the latter said that they were currently devoting *no* time to such activities, as compared with 31 percent of other faculty members. Only 19 percent of the experienced school teachers, as contrasted with 51 percent of their colleagues, said that they were currently giving 10 percent or more of their working hours to research and writing.

Should these faculty members' proposals for a redistribution of their working time be adopted, the differences noted above would be accentuated. Whereas 32 percent of the non-teachers would like to give still more time to teaching and other student services, half (51 percent) of the former teachers gave this response, and this difference was significantly reversed for research activities. Replies to a second item, probing activities to which these faculty members should prefer to give less time, harmonized with the above. A significantly lower percentage of the former teachers also did not reply to this latter item, suggesting that such persons may be somewhat less selective about the ways in which they would choose to spend their time.

JOB SATISFACTIONS AND DISSATISFACTIONS

Faculty members with public or church school experience showed generally favorable attitudes toward their jobs, as did those with other backgrounds. Both groups expressed more satisfactions than dissatisfactions with their present career

choice, and both affirmed, by an overwhelming majority, their desire to continue in it.

The satisfactions expressed by most of these teachers centered in the work that college teachers do, suggesting that these activities are inherently pleasant and challenging. But the two groups singled out somewhat different aspects for special mention, with the experienced teachers citing a greater number of satisfactions accruing from their associations with students and fellow faculty members. Many commented glowingly on what it had meant to them to work with "better motivated students" and with "wonderful colleagues," sometimes noting how little they had realized, before they actually got into college teaching, what profound satisfactions could be found in a community of scholars and students. Others contrasted their current situation with less certain fortunate experiences in the public schools:

> The college teacher is free to say what he pleases . . . he can even disagree with the administration. . . . In fact, he is urged to state his own position, even if it is different from that of the administration.

> My work is now evaluated professionally . . . there is no longer a sword hanging over my head in the form of a capricious lay public. (Stated by a former school superintendent.)

The non-teachers, in contrast, made greater mention of satisfactions and joys they had experienced from the transmission of knowledge to their students and from doing research. These types of rewards were not overlooked by former school teachers, but they expressed less keen enthusiasm than their colleagues for the discovery or fresh interpretation of knowledge. In enumerating their satisfactions, few persons in either group cited material rewards or appreciations that they had received for their services.

Most dissatisfactions were associated with the conditions under which college teachers work and with the meager recognition accorded their labors, rather than with the actual duties involved. Both groups were sharply critical of low salaries (mentioned by almost three-forths of all respondents) and of excessive work loads. Experienced teachers made slightly greater reference than their colleagues to limited facilities and to slow rates of promotion. The following comments typify the dissatisfactions expressed by these former teachers.

> My salary is lower than I received in high school. . . . Many of my colleagues spend half their time working on other things to get enough money either to live through the summer or to pay current expenses. I myself am getting by only because my wife also works.

> The total responsibilities of most college teachers are too great. . . . Administrative officers never seem to count all the extra things that are included, such as advisory responsibilities (40–50 students), committee responsibilities, administrative duties, and the like. . . . Instead, every faculty load has to be in terms of so many hours of teaching.

> Faculty members are run ragged with committee assignments and excessively heavy community responsibilities which consume a great deal of time needed for teaching.

Asked whether they would be likely to reaffirm this career choice, knowing what they now do about college teaching, more than five-sixths of all these faculty members responded positively. Although a few of the 272 experienced teachers were uncertain as to what they might do, not a single individual gave a negative answer, which 10 percent of their colleagues had done. It would appear that persons with elementary or secondary school teaching experience are even more satisfied with their jobs than are persons who had come to the field directly or from other types of positions.

Impressed with the need for enlarged and strengthened faculties in the years ahead, these former school teachers suggested many ways of recruiting and holding qualified staff, most of them quite similar to the recommendations made by other faculty members.[1] But there was a greater note of urgency in many of their

[1] See Eckert, Ruth E. "Faculty Views on the Recruitment of College Teachers," *Journal of Higher Education*. (Scheduled for fall 1959, publication.)

proposals, perhaps because of the lengthy and tortuous course by which some of these people had come into college teaching.

The high school is the crucial level at which to begin to recruit college teachers . . . first by making liberal studies available, and then by teaching them very well, so stimulatingly and interestingly that enough good students become interested, from among whom colleges can later recruit those who should become college teachers.

If ever we hope to fill our recruitment goals, we cannot wait for people to come to us, but should instead go out to offer and persuade qualified people to change what they are doing to college teaching instead, and make the offer attractive enough to win them over.

SUMMARY AND IMPLICATIONS

The present findings, based on a random stratified sample of Minnesota college faculty members, describe two groups of teachers—those who had had some earlier public or church school teaching experience and those whose teaching began at the college level. Responses from questionnaires and interviews suggest that these groups are not notably different in their job motivations, present outlook, or basic values. But they were significantly distinguished on a few points.

1. They had won fewer distinctions in college, and had received fewer awards for graduate study. In consequence, they usually pursued advanced studies on a part-time basis, with a much smaller percentage achieving the doctor's degree than was true of their colleagues.
2. Their chief reasons for seeking a college job centered in their interests in teaching, which is the activity to which they now give most of their time. They give significantly less time than other teachers to research and seem less aware than their colleagues of the need for the latter, perhaps because they are so heavily involved in services to students and to the college's general clientele.
3. Their satisfactions inhere chiefly in their relationships with students and other staff members, and decisively outnumber their complaints, which are largely directed at low salaries and excessively heavy work loads. More than five-sixths would again choose this career, and not a single individual in this group gave a definitely negative answer to the question on this point.

In view of the great need for qualified staff in colleges and universities, the following implications may be drawn from these findings.

1. The lower schools constitute a rich source of supply for college positions, and much more should be done to acquaint teachers at these levels with career possibilities in higher education. This should aid in recruiting qualified teachers to college jobs. It should also help elementary and high school teachers to counsel able students regarding opportunities in this field.
2. More scholarships and fellowships should be given to promising elementary and high school teachers to aid them in preparing for careers in higher education. This will help colleges to get better teachers and to get them more quickly than under present laissez-faire policies.
3. More guidance and inservice training should be provided to stretch all faculty members' conceptions of what membership in an academic community involves. Former school teachers stand in special need of this, since they tend to carry to this level the images or models developed in their work in the lower schools.
4. Efforts should be redoubled to improve college teachers' working conditions and to raise their salaries sufficiently to attract outstanding young people who are presently lured into nonacademic fields.

The present findings do not justify an indiscriminate raiding of the lower schools for qualified candidates, since good teachers must also be sought and held in elementary and high school posts. But they clearly point up the need for a selective recruitment program, aimed at attracting individuals with the requisite interests and abilities to careers in colleges and universities. As teachers of those who will later staff elementary and high school programs and every other enterprise requiring educated talent, such individuals will be in a strategic position to nurture excellence in all aspects of American life.